

THE ROLE AND IMPACT OF PROFESSIONAL COMMUNITIES ON THE DEVELOPMENT OF INITIAL TEACHER EDUCATION CURRICULUM, CONCERNING PARTICULARLY THE TEACHING PRACTICE

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CONTEXT

- Political and policy context: neo-conservative turn back to the approach of a „traditional” subject-based teacher profession.
- No BA-MA (not in the Bologna system), in the first three years all the courses of pedagogy and psychology, 6th year: practicum
- TE: Several professionals stay by the concept of teachers as professionals in teaching trying to save some values of the previous curriculum in the limited possibilities of the new structure
- EU funded project to renew initial TE curriculum

CONTEXT - PROBLEMS

- Hungarian TE :
 - LeO policy
 - a lot of institutions and teaching programs
 - a lot of actors without TE identity
 - reduced credits of pedagogy and psychology
 - in the first three years
 - long practicum at the end of the study
- Challenges related to the development project:
 - short period of the project <> conceptual diversity
 - focussing on LeO and on teachers' activities
 - possibilities of individualized learning
 - long practicum

THEORETICAL FRAMEWORK

- Professional Learning Community (DuFour, 2004; Hord, 2008; Stoll & Louis, 2007)
- The altered functions of practical training (Darling-Hammond 2006), and the role of practice-based learning (Engeström 2010, 2013).
- The training program of TE and particularly the teaching practice as a meeting point of students, teacher educators and schools in a commonly constructed learning process.

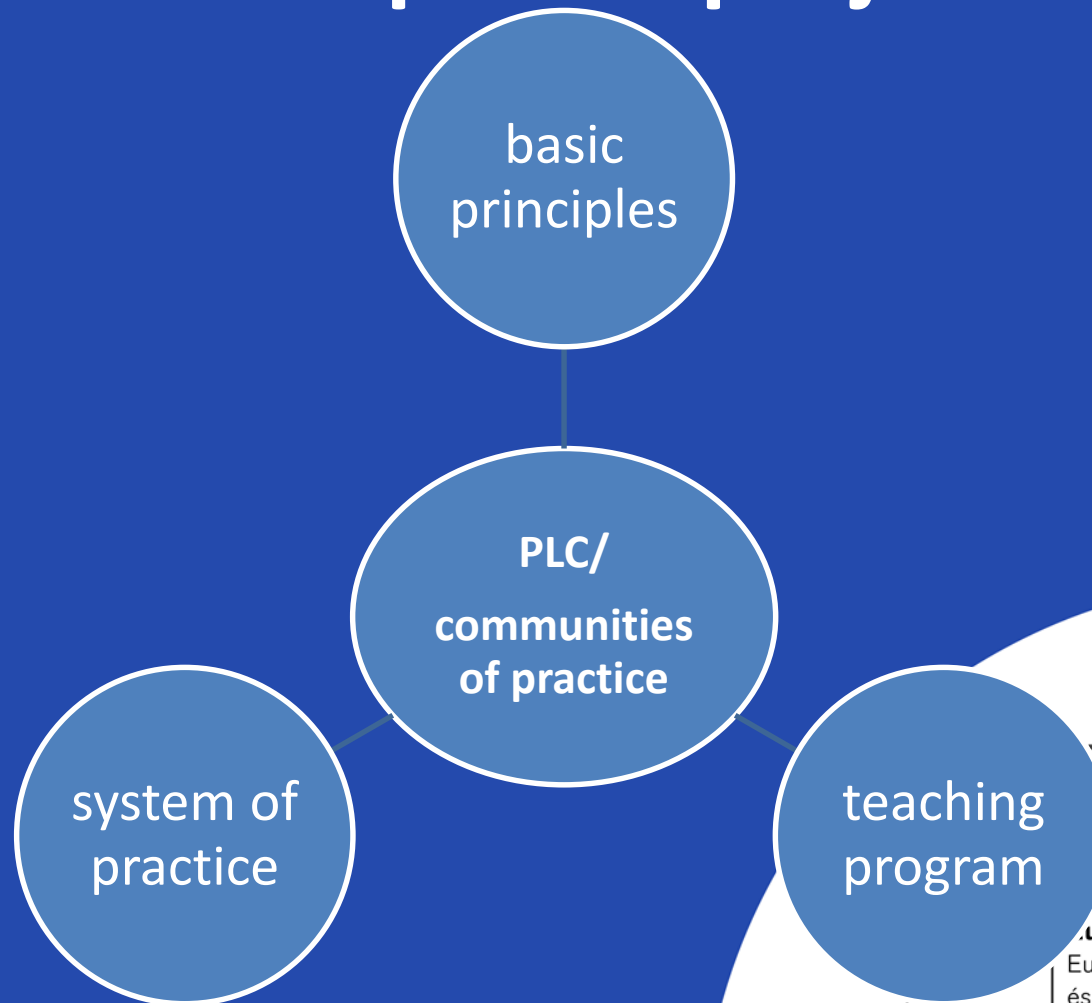


And as a consequence, it has become important to identify the role of professional communities regarding the aims and realizations of the training program of TE.

METHODOLOGY

- research and development (towards an action research)
- literature review
- content analysis of documents
- survey for teacher educators (n=35)
- survey for TE students (n=130)
- focus group interviews with teacher leaders (n=78) and mentors (n=117)
- documented work in groups

Outcomes of the research and deveopment project



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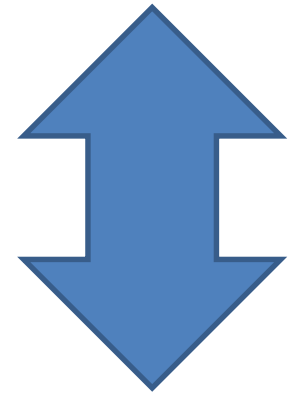
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BASIC PRINCIPLES

- *continuous development of the teaching program*
- *ISCED2 & ISCED3 level - unified TE: **blocks of courses***
- *learning outcomes*
- *teachers' tasks, continuous professional development: **portfolio***
- *the block contains in an integrated form the psychological, pedagogical knowledge framed by sociological, historical and professional knowledge*
- *theory and practice built on each other*
- *individual learning paths*
- ***horizontal aspects***

THE TEACHING PROGRAM

Unity, in which the learning outcomes, the learning environment, the evaluation, the credits meet... (*Halász, 2012*)



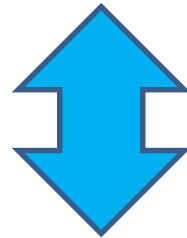
An official document for accreditation (basic content, requirements, etc.)

THE TEACHING PROGRAM (THE NEW CURRICULUM)

- The structure: blocks with ped and psy courses
 - The development of human personality and individual characteristics
 - Social relations and society
 - Learning and teaching
 - Becoming a teacher
- Its advantages:
 - new form of continuous collaboration and learning between teacher educators
 - example for the students: collaboration, community learning
 - cross-disciplinary content integration

PROFESSIONAL LEARNING COMMUNITIES

- a "necessity", a way of working
- pressing situation
- new collaborations (with psychologists, teachers responsible for the teaching practice, methodology teachers)



- remaining tensions
- not all the stakeholders were involved

THE STRUCTURE OF PRACTICES IN INITIAL TE

- three types of practice: community service learning practice (1 credit), teaching practice(2 credit), practicum (one year, 40 credit)
- Problems:
 - functions and relations are not clear
 - LeO and practice?
 - more sites, more stakeholders
 - a new role: the 'mentor'
 - the competencies and tasks of the different roles?

THE DEVELOPMENT OF THE PRACTICES

- moving from a more academic concept of practicum towards:
 - ❖ "clinical work" concept (Darling-Hammond, 2006; NCATE, 2010)
 - ❖ students active participation (not only answering the requirements)
 - ❖ practicum is part of school development (Hestnes & Grankvist, 2013; Hudson, 2008)



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THE DEVELOPMENT OF THE PRACTICES

- Plans:
 - teachers responsible for the teaching practice** involved in the academic teaching at the univ.
 - their involvement in supporting the mentors
 - teaching materials made collaboratively



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THANK YOU FOR YOUR ATTENTION

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